

Reading First School Level Monitoring Tool

Standard One: Instructional Program/Learning System		
Indicator	Supporting Evidence	Status
1.1 The school is implementing its comprehensive Reading First program and/or learning system including: <ul style="list-style-type: none"> • Description of the program • Current strengths and weaknesses of the program, and • How these strengths and/or weaknesses are affecting student outcomes. 	<ul style="list-style-type: none"> — Detailed description of the core, supplemental, and intervention components — Names/positions of personnel involved — Examples of resources being used — Examples of materials being used 	<input type="checkbox"/> Adequate Progress <input type="checkbox"/> Minimal Progress <input type="checkbox"/> Little or No Progress
1.2 The school regularly monitors the effectiveness of the core program, ensuring that the core has been appropriately augmented for alignment with SBRR and to address program weakness.	<ul style="list-style-type: none"> — Kentucky Evaluation Tool — Minutes from literacy team meetings — Approved program amendments — Other curriculum alignment documents 	<input type="checkbox"/> Adequate Progress <input type="checkbox"/> Minimal Progress <input type="checkbox"/> Little or No Progress
1.3 The school's comprehensive Reading First program and/or learning system includes; <ul style="list-style-type: none"> • explicit and systematic instruction in the five essential components of effective reading instruction (phonemic awareness, phonics, vocabulary development, fluency, and comprehension), • a systematic and intentional instructional sequence built around the essential components of reading instruction, • coordination and alignment to other programs having a literacy component, including family literacy initiatives, and • instructional strategies in reading that will enable students to be proficient readers. 	<ul style="list-style-type: none"> — Examples of instructional strategies that specifically address <ul style="list-style-type: none"> • phonemic awareness • phonics • vocabulary development • fluency • reading comprehension — Examples of instructional strategies used to teach the content at each level of primary — Evidence that strategies were selected based on student and teacher needs — Evidence that strategies are scientifically based — Evidence that strategies are being used consistently and systematically to ensure high quality implementation — Examples of standards based units of study — Evidence of curriculum alignment across grade levels — Professional development activities focused on these topics — Examples of how evaluation data continue to guide program — Examples of strategies used to support collaboration efforts — Examples of collaborative activities planned with other programs — Evidence of family involvement (could be notes home, lesson plans, family nights, teacher interviews) — Names/points of contact for other programs — Evidence that school plan incorporates these components 	<input type="checkbox"/> Adequate Progress <input type="checkbox"/> Minimal Progress <input type="checkbox"/> Little or No Progress

1.4 The school's comprehensive Reading First program and/or learning system provides ninety (90) minutes of instruction in reading.	— Schedule shows 90 minutes of uninterrupted instruction time — Evidence that school allocated more than 90 minutes	<input type="checkbox"/> Adequate Progress <input type="checkbox"/> Minimal Progress <input type="checkbox"/> Little or No Progress
1.5 The school's comprehensive Reading First program and/or learning system incorporates a writing component that supports Kentucky writing goals and standards.	— Evidence that writing components are being implemented: <ul style="list-style-type: none"> • classroom observations • student work posted on walls or in folders • classroom schedule shows writing instruction time • lesson or unit plans incorporating writing components 	<input type="checkbox"/> Adequate Progress <input type="checkbox"/> Minimal Progress <input type="checkbox"/> Little or No Progress
1.6 The school's comprehensive Reading First program and/or learning system includes: <ul style="list-style-type: none"> • supplementary strategies/programs that are connected to the core reading program, • intervention strategies/programs that are connected to the core reading program, and • intensive assistance reading plan for those reading below grade level. 	— Evidence that the instructional approaches used in the supplementary and intervention program are not conflicting approaches to the core — Evidence that each strategy/program used is grounded in scientifically based reading research practices and instruction — Evidence that strategies/programs were selected based on student needs — Evidence that reading/literacy team monitors student progress on a regular basis — Consistent and reliable process used to determine which students are eligible for intensive assistance reading plans — Evidence that school uses flexible groups for instruction — Evidence that school has established entrance and exit criteria — Evidence that system is in place to evaluate effectiveness of supplemental or intervention plan — Evidence that program goals are modified based on student needs	<input type="checkbox"/> Adequate Progress <input type="checkbox"/> Minimal Progress <input type="checkbox"/> Little or No Progress
Additional Comments Standard One: 1.1- 1.2- 1.3- 1.4- 1.5- 1.6-		

Standard Two: Instructional Assessment

Indicator	Supporting Evidence	Status
2.1 The school's selected assessments are embedded into the overall assessment framework and they have identified how and who will administer the assessments.	<ul style="list-style-type: none"> — Evidence that the assessment(s) are embedded into the overall assessment framework – master schedules, unit and/or lesson plans that show progress monitoring — Names/positions of personnel responsible for assessment — Evidence that School Reading Coach is involved (schedule of time in schools, etc.) — Timelines for administration of assessment 	<input type="checkbox"/> Adequate Progress <input type="checkbox"/> Minimal Progress <input type="checkbox"/> Little or No Progress
2.2 The school uses information from the assessment(s) to make instructional decisions for primary age students and to inform decisions about appropriate interventions.	<ul style="list-style-type: none"> — Evidence that data is used to inform decisions — Evidence of plan to disseminate data to teachers and other stakeholders — Evidence that dissemination plan is being used to select appropriate interventions (lesson plans, PD activities, etc.) 	<input type="checkbox"/> Adequate Progress <input type="checkbox"/> Minimal Progress <input type="checkbox"/> Little or No Progress
2.3 The school has provisions for: <ul style="list-style-type: none"> • analyzing data, • monitoring student progress, and • system of dissemination of student data and progress. 	<ul style="list-style-type: none"> — Names/positions of person(s) designated to collect, analyze, and compile data — Evidence that school reading coach, administrators, reading/literacy team and others are working collaboratively to monitor student progress — Types of assessment(s) used to monitor student progress — Evidence of plan to disseminate data about student progress — Evidence that these provisions were addressed in PD 	<input type="checkbox"/> Adequate Progress <input type="checkbox"/> Minimal Progress <input type="checkbox"/> Little or No Progress
Additional Comments Standard Two: 2.1- 2.2- 2.3-		

Standard Three: Professional Development

Indicator	Supporting Evidence	Status
3.1 The Reading First professional development is an integral part of the school-wide PD plan and there is evidence that: <ul style="list-style-type: none"> all PD activities adhere to the KDE Standards of Professional Development (specifically time for study, practice, implementation, and evaluation), the PD activities are designed to create an intentional, systematic, comprehensive framework to build and strengthen capacity, 	<ul style="list-style-type: none"> School PD timeline shows Reading First activities PD activities are designed to adhere to high quality professional development standards (job embedded, geared to needs of stakeholders, collaboratively planned, etc.) School/district schedule shows time allocated for teachers to study, practice, implement, and evaluation instruction (substitute teacher logs for teacher release time, common planning time on master schedules, etc.) List of names/positions of stakeholders involved in PD planning, presentation, or implementation showing these stakeholders are representative of the faculty and students of the district 	<input type="checkbox"/> Adequate Progress <input type="checkbox"/> Minimal Progress <input type="checkbox"/> Little or No Progress
3.2 The Reading First professional development is an integral part of the school-wide PD plan and there is evidence that: <ul style="list-style-type: none"> the PD activities support scientifically based research in reading instruction, programs, and materials, the PD activities address the five essential components of reading <ul style="list-style-type: none"> phonemic awareness phonics vocabulary development fluency comprehension, the PD schedule is updated and reflects a minimum of 80 hours of Reading First professional development per year. 	<ul style="list-style-type: none"> Evidence that all stakeholders (teachers, administrators, parents, staff) are included in PD activities (sign-in sheets, agendas showing diverse presenters, etc.) Names and positions of reading leaders that are available to schools for support Evidence that PD activities are linked to SBRR such as current student and teacher needs assessment data are used in planning, and/or PD content and activities are based on research on effective reading practices and strategies (PD planned using information from National Reading Panel or other research-based plans) Evidence that PD was offered related to GRADE and DIBELS (PD timeline, evaluation forms, etc.) Name and position of person(s) conducting GRADE and DIBELS PD activities 	

<p>3.3 The Reading First professional development is an integral part of the school-wide PD plan and there is evidence that:</p> <ul style="list-style-type: none"> • PD activities address the use of valid and reliable reading assessments for screening, diagnosis, and classroom-based monitoring to guide instructional decisions, • PD activities focus on improving reading achievement and accelerating reading performance. 	<p>— Evidence that PD activities were designed around the needs of students within targeted subgroups (LEP, low SES, disabilities, etc.)</p> <p>— PD timeline shows that each component of effective reading is covered with emphasis on components identified by needs assessment (PD surveys indicate that teachers received adequate training in these 5 areas)</p> <p>— Schedule to show annual activities designed to orient new teachers to SBRR (PD sessions for new teachers, mentoring, coaching, use of video archive of past PD sessions, etc.)</p> <p>— Names/positions of persons working with new teachers</p> <p>— Evidence of communication between school administrators and district on systematic way to evaluate which teachers need additional assistance and who will provide that assistance</p>	
<p>3.4 The Reading First professional development is an integral part of the school-wide PD plan and there is evidence that:</p> <ul style="list-style-type: none"> • new teachers are oriented in scientifically based reading research, reading programs, materials, and assessment annually, • PD activities are planned to support teachers needing additional assistance, • PD activities are designed to include and address the needs of all primary teachers (K-3) and special education teachers (K-3), and 	<p>— Schedule to show activities to assist teachers who need more assistance (content-intensive PD sessions based on teacher needs, mentoring, coaching, Teachers Growth Plan, etc.)</p> <p>— Names/positions of teachers attending PD to ensure all teachers (e.g., special education and library/media specialists) are included, including those in non-RF schools</p> <p>— Evidence that PD activities are inclusive so information is relevant to all teachers</p> <p>— Names/positions of teachers planning and/or presenting PD to ensure all teachers are included, including those in non-RF schools</p>	
<p>3.5 The school periodically evaluates the effectiveness of the Reading First professional development activities, and there is a process for adjusting professional development as needed.</p>	<p>— Copy of survey instrument designed and used to assess PD effectiveness</p> <p>— Copy of teacher and/or administrative interview instrument designed and used to assess PD effectiveness</p> <p>— Evidence that PD is regularly evaluated (PD timeline, copies of surveys showing dates, etc.)</p> <p>— Results of PD assessment</p> <p>— Evidence that results were used to adjust future PD to meet identified needs (e.g., adjusted PD timelines that might show more than the 80 required hours)</p>	<p><input type="checkbox"/> Adequate Progress</p> <p><input type="checkbox"/> Minimal Progress</p> <p><input type="checkbox"/> Little or No Progress</p>

<p>3.6 The school Reading Coach will support and monitor professional development by collecting and analyzing data to include:</p> <ul style="list-style-type: none"> • assessing participants' pre and post knowledge of content relating to SBRR, and • reflect on progress of school based professional development related to overall Reading First implementation. 	<ul style="list-style-type: none"> — Evidence that reading coach is involved in planning, presenting, and/or implementing PD activities (PD agendas, notes from planning meetings, etc.) — Plan developed by School Reading Coach to monitor PD activities and outcomes (observation form, surveys, etc.) — Evidence that PD evaluation information is shared with all primary teachers, administrators, and other stakeholders (e.g., standardized form for information sharing) — Evidence that all Reading First coaches, administrators, and other personnel meet regularly to reflect on progress and design "next steps" (meeting agendas, meeting minutes, School Coach log, etc.) — PD timeline reflects when progress reports will be provided to stakeholders — Coaches log provides evidence that follow-up has been provided when needed 	<p><input type="checkbox"/> Adequate Progress</p> <p><input type="checkbox"/> Minimal Progress</p> <p><input type="checkbox"/> Little or No Progress</p>
<div> <div>Additional Comments Standard Three:</div> <div> <div>3.1-</div> <div>3.2-</div> <div>3.3-</div> <div>3.4-</div> <div>3.5-</div> <div>3.6-</div> </div> <div>DRAFT</div> </div>		

Standard Four: Access To Print Materials

Indicator	Supporting Evidence	Status
<p>4.1 The school is promoting access to print materials for students and families by:</p> <ul style="list-style-type: none"> • forming partnerships with the public library • funding and creating classroom libraries • funding and planning summer activities • creating a professional staff library, and • ensuring materials are in digital format when appropriate (consistent with 704 KAR 3:455 <i>Instructional Material and Textbook Adoption</i>). 	<ul style="list-style-type: none"> — Contact names/positions of personnel within the public library system who are members of the partnership — List and/or description of activities with the public library designed around literacy — Evidence that the activities planned were designed to meet the needs of a variety of audiences – students, parents, teachers, etc. (list of activities will show diversity of content) — Timeline is provided with planned activities outlined — Description of the types of materials included in all grade level classroom libraries – should be inclusive of all genres outlined in the KY Core Content for Reading Assessment — Budget reflects these expenditures for classroom libraries — List and/or description of activities designed around literacy for summer months — List of other programs that are collaborating with district to offer summer literacy activities (e.g., local colleges and universities or businesses) — Evidence that individual schools are given the support and resources for summer literacy activities such as extended library hours for families, creating reading packets with books available for students to take home for the summer, etc. — Evidence that appropriate and accessible space and resources have been allocated for professional staff library — Evidence that there is a systematic way for staff to request and use materials — Evidence that classrooms have the necessary technology to access digital format of materials — List of digit materials and their level of accessibility 	<p><input type="checkbox"/> Adequate Progress</p> <p><input type="checkbox"/> Minimal Progress</p> <p><input type="checkbox"/> Little or No Progress</p>
<p>Additional Comments Standard Four:</p> <p>4.1-</p>		

Standard Five: Family Literacy Involvement

Indicator	Supporting Evidence	Status
5.1 The school promotes family literacy involvement by: <ul style="list-style-type: none">explaining the Kentucky Reading First approach to parentsproviding take-home activities to reinforce reading lessons in school	<div><div></div><div>Evidence that parents have been given the opportunity to become informed about KY Reading First (e.g., parent meeting agendas and sign-in sheets, parent conference documentation)</div><div></div><div>Examples of activities or materials used for parent involvement</div><div></div><div>Names/positions of persons responsible for developing and disseminating take-home materials and activities</div><div></div><div>Examples of take-home activities for parents</div><div></div><div>Evidence there is follow-up with parents on activities (e.g., phone logs, parent signature sheets for materials, etc.)</div><div></div><div>Examples of evaluation documents used to assess the effectiveness of take-home materials and activities</div><div></div><div>Examples of how materials and activities are designed to meet the literacy needs of all parents</div><div></div><div>Names/positions of persons designated to work with parents needed additional assistance due to literacy level</div></div>	<div><div><input type="checkbox"/> Adequate Progress</div><div><input type="checkbox"/> Minimal Progress</div><div><input type="checkbox"/> Little or No Progress</div></div>
5.2 The school promotes family literacy involvement by: <ul style="list-style-type: none">addressing low literacy levels of parents in both informational materials and take-home activitiesdeveloping a plan to refer parents to adult education or family literacy servicesplanning joint activities with adult or family literacy services	<div><div></div><div>Names/positions of persons designated to collaborate with parents and other literacy initiatives</div><div></div><div>Examples of referral process for parents to have access to adult or family literacy services, including means for transportation</div><div></div><div>Evidence that the needs of parents and families have been assessed prior to planning activities</div><div></div><div>Evidence that planned activities were based on parent and family needs</div><div></div><div>Timeline showing family literacy activities and projects</div><div></div><div>Budget reflects needed resources for family literacy activities and projects</div></div>	
5.3 The school promotes family literacy involvement by: <ul style="list-style-type: none">participating in PD and training provided by the KY Institute for Family Literacy in order to align family literacy activities, andcollaborating with the KY Institute for Family Literacy.		
Additional Comments Standard Five: 5.1- 5.2- 5.3-		

Standard Six: Evaluation of School Plan

Indicator	Supporting Evidence	Status
<p>6.1 The school has a comprehensive evaluation plan that:</p> <ul style="list-style-type: none"> identifies the variety of data to be collected and names the person designated to collect the data has measurable objectives for instructional practice and student achievement in the 5 essential components of reading, and includes specific and measurable benchmarks. 	<ul style="list-style-type: none"> — List and description of types of data to be collected including formal and informal measures to determine effectiveness of RF program (teacher surveys, teacher observation, student surveys, parent surveys, CATS scores, results from GRADE, DIBELS, and Terra Nova, etc.) — Evidence that data is being collected from all student subgroups — Name/qualifications of person designated to collect data — List of identified measurable benchmarks — Timeline showing when benchmarks will be assessed and results disseminated — Evidence that school has met identified goals (current data) — Evidence of plan to disseminate data to schools for use in school improvement, ongoing PD, curriculum decisions, support at the school level (standardized form for data, email updates, agendas from meetings, etc.) — Evidence that data has been shared with all stakeholder groups (school council records, principal's meeting agendas, etc.) — Evaluation plan specifically outlines how instructional practice and student achievement will be assessed and how that data will be collected and used — Evidence that school uses evaluation data in planning for school improvement, ongoing PD, curriculum decisions, support at the classroom level (work session agendas, task force members, email updates, school or district-wide PD, etc.) — Evidence that school plan in place is the original plan outlined in the grant, or if not, evidence of how and why school plan was modified 	<p> <input type="checkbox"/> Adequate Progress <input type="checkbox"/> Minimal Progress <input type="checkbox"/> Little or No Progress </p>
<p>Additional Comments Standard Six:</p> <p>6.1-</p>		

Standard Seven: School Budget

Indicator	Supporting Evidence	Status
7.1 The school's fiscal resources have been used to: <ul style="list-style-type: none"> • support implementation of the plan • direct and conduct proposed activities • fund activities and/or programs in coordination with other federal, state, and local programs and resources. 	<ul style="list-style-type: none"> — List of non-negotiables and evidence they were funded in a timely manner (include timeline) — Percentage of funds spent and funds remaining — Evidence that there is a direct match between funds spent and the original budget — Evidence that expenditures match student needs and student numbers (includes or references student data) — Justification of materials purchased — Amount and source of other funds used (include contact names and type of support) 	<input type="checkbox"/> Adequate Progress <input type="checkbox"/> Minimal Progress <input type="checkbox"/> Little or No Progress
Additional Comments Standard Seven: 7.1-		